University of Michigan

MONITORING CLIMATE AND REPRESENTATION

This Action Applies to Rubric Item(s): #1, #23, #24, #27, #3, #25

Description of Work:

1. Purpose and Goal

Different types of data are collected to help us gauge changes over time, areas of strength, and areas that need improvement. This includes: climate survey data, qualitative data on climate based on focus groups and interviews, metrics showing representation by race and gender, exit data (e.g., gender and race of faculty voluntarily leaving U-M), exit interviews revealing why faculty leave, comparison with peer schools as available (metric data from peer schools are usually publicly available), faculty hiring representation by gender/race, faculty retention offers by gender/race, and faculty assuming important leadership positions by gender/race. The climate survey include direct questions about experiences of discrimination within one's department during the last year.

This data, categorized by school/college and divided by faculty, staff, and students, is frequently collected and presented over time to observe trends. This data is regularly presented to leadership in the University and in schools/colleges. Different schools and colleges collect, analyze, and report different types of data. This data is regularly analyzed and some is made publicly available.

In addition, individual departments conduct climate studies of the department's climate for faculty, staff, graduate students. This occurs during the department's external review, but departments can also ask for "off-cycle" climate studies. These climate studies include conducting and analyzing climate surveys, as well as interviews with faculty, staff, and students.

2. Alignment with NASEM report recommendations

Representation of and climate for women and under-represented groups are important predictors of gender/sexual harassment. Keeping track of these surveys, interviews, and focus group data is necessary to ascertain where problems exist (recommendation #1, #23, #24, #27). Leaders should be proficient in analyzing and interpreting this data to guide policy decisions (recommendation #3). This data are disseminated to the U-M community, and even to the public, to ensure accountability (recommendation #25).

3. <u>Current Status</u>

This data collection, analysis, and dissemination is institutionalized at U-M.

4. <u>Novelty of Program</u>

This practice has been institutionalized at U-M.

5. <u>Evaluation</u>

6. <u>Involvement of Stakeholders</u>

U-M's central administration will continue regularly disseminating climate and representation data to each school/college.

7. <u>Next Steps</u>

This activity will continue.

8. <u>Contact Information</u>

Robert Sellers, Vice Provost for Equity and Inclusion & Chief Diversity Officer, Office of Diversity, Equity & Inclusion rsellers@umich.edu

Jennifer Linderman, Director, U-M ADVANCE linderma@umich.edu

Website for further information (if applicable):

Point of Contact Name: Robert Sellers and Jennifer Linderman

Email Address for Point of Contact: rsellers@umich.edu and linderma@umich.edu